THE UNIVERSITY OF ALBERTA

SELF IMAGE AND FAMILY DYNAMICS OF ADOLESCENTS

by

© JOHN CHRISTIAN OBERG

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

IN COUNSELLING AND SCHOOL PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1975

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Self Image and Family Dynamics of Adolescents" submitted by John Christian Oberg in partial fulfillment of the requirements for the degree of Master of Education in Counselling and School Psychology.

....Rom. Krishna Ph.D.
Supervisor

.....

.....

Date ..6.20.75.....

ABSTRACT

The study investigated the relationship between adolescents' self reported self image (SI) and the perceptions of the psycho-social environment adolescents have of their families' interpersonal dynamics (FD). The Youth Research Survey, published in 1971 by the Youth Research Center of Minneapolis, Minnescta, was the instrument used. It is mostly a Likert-type questionnaire consisting of 420 items examining a wide range of attitudes, beliefs and concerns of youth. Some biographical information is also obtained.

A sample of 7050 subjects (3222 males and 3828 females), ranging in age from thirteen to eighteen years, participated in the study. Subjects came from a reasonably well randomized sample of the secondary school population from a broad range of communities in the United States. Their responses obtained during the Youth Research Survey's 1969-1970 standardization program formed the data base on which findings in the present study were obtained.

Eight research questions were formulated concerning the overall relationship between SI and FD and the effects of subjects' age, sex and the marital status of their parents on the overall SI/FD relationship. Appropriate

statistical analyses were performed, making use of data analysis programs catalogued in the Division of Educational Research Services at The University of Alberta and implemented on that university's IBM 360/67 computer system.

The following results were obtained:

(1) a moderately strong, positive and linear relationship ($r = +.490$) between SI and FD was found, and

(2) the additional variables of the subjects' age, sex and the marital status of their parents had no significant effect on the basic SI/FD relationship.

The main conclusions and implications drawn were:

(1) the moderately strong statistical relationship between SI and FD suggests that subjective perceptions of family environment have a strong influence on these young persons' perceptions of themselves.

(2) parenting and teaching effectiveness workshops, as well as establishment of similar programs in the grade twelve curriculum, would appear to be justified; and

(3) greater awareness of the role intrinsic learning situations at home and school have in the development of self image would likely be a worthwhile and, probably, an attainable objective of parents and teachers.

ACKNOWLEDGEMENTS

I wish to give very special thanks to my wife, Antoinette, for her steady encouragement, patience and understanding throughout the course of this effort while she herself was completing her doctoral program of studies.

I also wish to express my gratitude and appreciation to my friend, Dr. Kenneth Nixon, for his unstinting moral and practical support and encouragement during all phases of this study.

For their comradely support, encouragement and goodwill, I wish to thank my friends Dr. Bettina Blackall, Melbourne; John Little, Armidale; Dr. James Wicks, Perth; Dr. Bernard Masters, Washington, D.C.; Dr. David Jeffares, Calgary; and their families.

In the Division of Educational Research Services, The University of Alberta, Jim Watts, Colin Park and Dr. Thomas Maguire provided essential help for which I am truly grateful.

I am curiously indebted to Francis Bacon, bless his soul, for an inspiring shot against the temper of thesis writing found in his penetrating observation on the role of

education in the advancement of learning: "No great quantity of matter and an infinite agitation of wit'"

Last but not least, for their sympathetic, gentle and patient counsel, I extend my thanks and appreciation to my thesis committee: Dr. R. K. Gupta, Chairman; Dr. John J. Mitchell; and Dr. David F. Kellum.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION AND THE PROBLEM	1
	General Introduction	1
	THE PROBLEM	4
	Self Image (SI)	6
	Family Dynamics (FD)	10
	Self Report of Self Image	14
	PURPOSE OF THE STUDY	16
	DEFINITION OF TERMS	16
	Operational Definitions	17
	Functional Definitions	17
	LIMITATIONS OF THE STUDY	18
	SIGNIFICANCE OF THE STUDY	19
II.	SURVEY OF RELATED LITERATURE	22
	SELF IMAGE (SI)	22
	Aspects of Self Image as a Construct	23
	Self Reported Self Image under 'Normal' and 'Abnormal' Conditions	26
	Antecedent Conditions of Self Image	27
	Parent-Child Relations as Formative Examples	31
	Summary	34
	FAMILY DYNAMICS (FD)	35
	Adolescent Families as a Socializing Milieu	36
	Adolescent Perceptions of Family Interactions	41

Parental Interaction and Adolescent Identification 44

Psychopathology in Parent-Child Relationships .. 46

SUMMARY 52

III. INSTRUMENT, SAMPLE, DATA AND THE RESEARCH QUESTIONS 54

THE INSTRUMENT 54

Adolescent Self Image (SI) 55

Adolescent Perceptions of Family Dynamics (FD) . 56

THE SAMPLE 59

THE DATA 60

The Variables of the Study 60

THE RESEARCH QUESTIONS 61

SUMMARY 62

IV. ANALYSES OF DATA, FINDINGS, AND CONCLUSIONS 63

Analyses and Results Related to the Research Questions 63

Research Question 1 63

Research Question 2 64

Research Question 3 65

Research Question 4 66

Research Question 5 68

Research Question 6 68

Research Question 7 69

Research Question 8 69

SUMMARY 70

V. SUMMARY, DISCUSSION, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH 71

SUMMARY OF THE STUDY 71

The Research Questions 72

THE FINDINGS 74

Research Questions 1 through 4 74

Research Questions 5 through 8 74

IMPLICATIONS 75

SUGGESTIONS FOR FURTHER RESEARCH 77

BIBLIOGRAPHY 79

APPENDIX 91

LIST OF TABLES

TABLE		PAGE
1.	TABLE 3.1: THE SCALES, THEIR SIZES, RELIABILITIES AND STANDARD ERROR OF MEASUREMENT	58
2.	TABLE 3.2: CORRELATION MATRIX FOR THE SIX SCALES .	58
3.	TABLE 3.3: SUBJECTS CLASSIFIED BY AGE AND SEX	60
4.	TABLE 4.1: CROSS TABULATION MATRIX OF HIGH, MEDIUM AND LOW GROUPS OF SUBJECTS ON SI AND FD JOINTLY CONSIDERED	67

CHAPTER ONE

INTRODUCTION AND THE PROBLEM

General Introduction

The challenge to man of outer space has a parallel in the challenge to man of his own inner space. Speaking about the intellectual challenges social scientists face, Kluckhohn (1963) concluded that "man's toughest problem is himself (p. 244)." The study of man most certainly is a "tough problem" when such study deals with man in his totality. Rarely, though, is man in such comprehensive terms the subject of mature, scholarly work. More often, the efficient study of human behavior deals with certain selected aspects of man's nature and then generalizations and inferences are made to larger populations or aspects of life. Different images of different aspects of man serve only to illustrate the wide variability in man, his behavior and nature. Yet, it is through so many vignettes of man that we come to a more complete understanding of man's general nature. Kluckhohn, in Mirror for Man (1963), gave countless readers something of a convenient conceptual and literary device with which to view the many images of man. The title itself metaphorically suggests the 'images of man'

by which man can come to better understand himself.

Different images of man and his essential nature have been advanced by different writers. Maslow (1968b) articulated a useful and convenient construct of man's nature when he construed man psychologically in psychic and extra-psychic terms. Contrasted with man's outer (e.g., interpersonal, social) nature, Maslow hypothesized that each of us has an intrinsic and natural inner nature. Maslow portrayed this inner nature as having characteristics shared by all people; thus, it is at least a species-wide phenomenon. He also attributed to this inner nature or inner core certain characteristics unique to each individual; thus, it also has an idiosyncratic dimension.

> This inner core...very quickly starts growing into a self as it meets the world outside and begins to have transaction with it...it is possible to study this inner nature scientifically and objectively...to discover what it is like (pp. 190-191).

A consideration of these outer/inner dimensions to man's essential nature suggested two major orienting concerns for the present study. First, it was thought that heuristic value would naturally accrue to an investigation of the subjective images of the inner self to which Maslow alludes. Secondly, such an investigation might be fruitful if conducted on adolescents. Both orientations could contribute to the existing body of knowledge on the

development of adolescent self image.

Gordon (1972) contended that there is a distinct paucity of comprehensive theory and solid empirical research in the area of adolescent development.

> Of all the...more reasonably clear stages of the ideal-typical middle-class life cycle in contemporary urbanized and industrialized societies...adolescence is one of the least studied and least understood. The period...contains some of the life cycle's most important developments in value, aspiration, role, identity, and interaction patterns (p. 25).

Moreover, Kagan (1972, p. vii) observed the paradox that, though adolescence is the period of greatest concern to parents and youths, adolescence is the era least well comprehended by psychologists. The intellectual frustration which attends such a paradox has several sources: an overemphasis on researchers' questions into areas of affect and motivation; a less than coherent theoretical view of adolescence as a developmental period; a superficial and presumptuous generalization that certain behavioral problems (e.g., alienation, rebellion, drugs, ambivalent independence), attributed to urban middle-class adolescents are ipso facto characteristics of adolescents in general.

The present study was prompted by an examination of literature in the area of self concept. Profound

developmental changes occurring during adolescence naturally lent added interest and significance to questions on adolescent self image. The humanist tradition, proponents of which include Adler (1927), Fromm (1955, 1956), Rogers (1961) and Maslow (1968b), provided the context in which the plan evolved for making the present modest contribution to the existing body of knowledge on adolescent development.

THE PROBLEM

No man is an island, entire of itself.
(Devotions, John Donne)

This truism by Donne contains the central idea underlying this study, namely that people live in some social context. Several personality theorists of what may be called the symbolic interactionist tradition (Cooley, 1902; James, 1910; Mead, 1934; and Sullivan, 1953), and recent empirical research (Gecas, Calonico, & Thomas, 1974) have suggested that self image is a product of a person's reflected appraisals of others toward himself. Based on other empirical research, Gordon (1972, p.26) tabulated groupings of 'most significant others' in a study of socialization patterns of people across the life cycle. He cited parents, peers, teachers and intimate friends or loved ones as salient socializing agents during adolescent

development.

Consensus exists that family influences are one of the more potent social learning factors in the development of adolescent self image (Miyamoto and Dornbusch, 1956; Hess and Goldblatt, 1957; Maehn, Mensing, & Nafager, 1962; Rosenberg, 1965; Kemper, 1966; and Turner, 1970). This potency is usually accounted for in terms of the primacy, intimacy and sustained qualities inherent in family influences (Elkin, 1960; Laing, 1969; and Speck and Attneave, 1973).

This study examines the interrelationship of adolescent self image and adolescents' perceptions of their families' interpersonal dynamics. The rationale for such an inquiry is found in Maslow (1968b, pp. 196-197) wherein he suggested that no mental health is possible unless a person's self image is fundamentally recognized, accepted, loved and respected by others and by the individual himself. Maslow proposed that mental health results in a condition termed variously as self-fulfillment, emotional maturity, individuation, productiveness, self-actualization and full-humanness.

Self Image (SI)

Many terms can be found in literature and empirical studies which label various aspects of the phenomenon of self (e.g., self image, self esteem, self knowledge, self awareness, self actualization). Considerable confusion and ambiguity have resulted because of such diversity among closely related terms and their occasionally inconsistent usage.

Clarification of some of this ambiguity was the objective of a study by Combs and Soper (1957). They re-examined conceptual bases and synthesized a general definition of self which could facilitate communication between investigators. Their contention was that the word "self" is a generic term referring to a specific human personality, specifically to that "organization of all that the individual refers to as 'I' or 'me.'" Put more succinctly, they defined "self" as the individual's image of "himself from his own point of view (p. 136)."

A number of psychologists representing a variety of schools of thought have long maintained that self image is a useful, explanatory and, therefore, essential construct in psychology. They have asserted that 'self' as a construct provides the only realistic and cogent perspective from

which a person's behavior can be understood. Psychologists included in this grouping are those of the Leibnitzian, humanistic, phenomenological tradition. Neo-Freudians, Horney (1945) and Sullivan (1953) too are not far from this group.

A synopsis of self image characteristics includes the following. Self image has been characterized as a psychological sub-system of internally consistent, hierarchically organized perceptions contained within a broader conceptual system (Lecky, 1945; Snygg and Combs, 1949; Rogers, 1951; Sarbin, 1952; Sullivan, 1953; and Maslow, 1968b). Others have conceived of self image as representing different empirical, functionally defined selves, such as a spiritual self, a social self and a material self (James, 1910; Mead, 1934).

Self image has also been proposed as a dialectically developing, dynamic and integrative organization of perceptions that changes with experience. Several writers have seen it as developing experientially as a function of one's social interaction with significant others (Lecky, 1945; Hilgard, 1949; Sullivan, 1953; Friedenberg, 1959; Mogar, 1969; and Gecas et al., 1974). Relevant to this idea is the passage in Tennyson's poem "Ulysses" in which he pictorialized the role of experience as a shaping influence

on personality development.

> I am part of all that I have met;...experience is an arch wherethro' gleams that untravelled world...(p. 736).

In some ways though, self image is a paradox. It is a relatively stable organization of perceptions about one's self (Rogers, 1951, p. 191). It has a self-perpetuating capacity; yet, 'new' data can be admitted to it largely to the extent that they are consistent with pre-existing data. This points to the homeostatic, assimilative tendencies of self image organization. Reflected appraisals containing information inconsistent with pre-existing contents of one's self image tend to arouse anxiety. They tend to become suitable targets for selective inattention because they disturb the self's homeostatic equilibrium. This is the dialectic dynamism which characterizes the development of self image.

The paradox of concurrent static and fluid qualities can be seen in its homeostatic, dialectic development. Self image tends to develop in such a manner that certain experiences associated with excessive anxiety, uncanny emotion, simply do not register as being relevant or essential to the conscious self. Events of these types are relegated to a 'Not Me' category, provided that the self image is functionally intact. Thus, only reflected

appraisals unaccompanied by excessive anxiety become assimilated into the self image in its continuing growth and expansion. As a result, perception of order seems to be constantly upset. Whitehead expressed this idea in his statements that "the art of progress is to preserve order amid change, and to preserve change amid order (1927, p. 515)" and that "the essence of life is to be found in the frustrations of established order" (1938, p. 119).

In summary, conscious awareness of one's developing uniqueness in a social, interactive context becomes a general principle underlying the development of self image. This conceptualization was probably first formulated explicitly by Lewin (1935) when he construed a person's behavior in any situation as being determined jointly by characteristics of that situation, as the person perceives them, and by particular behavioral dispositions of which the person is possessed at that time. This widely held notion as to the relationship between a person's perception of his environment and his behavior received a succinct formulation by Lewin. His statement (1935, p. 71-73) of the relationship was that behavior (B) is the resultant (f) of one's perception of intra-individual (P) and environmental (E) forces, or $B = f(P,E)$.

One of the more salient influences on self image

development during adolescence is the family. Borrowing from Lewin's conceptualization, the person's perception of his family's interpersonal dynamics can be seen as being one significant determinant of his own self image development and, therefore, his own behavior. Thus, the interrelatedness and interdependence of self image and perceptions of family dynamics were chosen by this researcher as a natural and logical topic worth investigating.

Family Dynamics (FD)

Perception of family dynamics has been identified as one of a few sources of potent influences in adolescent self image development. By inference, the adolescent's perception of the "psychological flavor" (Maslow, 1970, pp. 303-304) of the interpersonal dynamics within his own family has been suggested as a major determinant of behavior and personality development (Lewin, 1935; Gecas et al., 1974). One's awareness of his behaviors and his assimilation of reflected appraisals of himself are products of a continuous, dialectic, homeostatic social learning process.

All assimilated perceptions of self in the family context are potentially instructive to the adolescent. They

are either reinforcing or punishing by their compelling suitability to enhance the individual's welfare or their compelling threat to the individual's welfare (Horney, 1945; Sullivan, 1953; Overly, 1970; and MacDonald, 1973). In short, perceived family influences, as one of the more potent social learning factors, are critical antecedents to the development of adolescent self image because of their primacy, intimacy and sustained qualities. Kagan (1968) emphasized the importance of the parent-child relationship in optimizing healthy psychological growth.

> Parents should appreciate that there is no ideal set of personality characteristics for a child nor any ideal set of parental practices. Each is relative to its own time and cultural context. The child's perception of whether he is loved or rejected is also relative...Love or rejection is not contained in any specific set of behaviors by a mother or a father. Love or rejection is relative to the child's perception; for love, like beauty, is in the mind of the beholder (p. 82).

Fromm (1956, pp. 25-26) argued vigorously that the capacity to love others, to have a mature, engaging and positive regard for others depends on the capacity for regard for one's self. Capacity to love one's self out of positive self interestedness and awareness of one's self image derive from the presence of loving demonstrated by one's parents. Stated differently, positive self regard has as its antecedent the exposure of the adolescent to his parents' positive regard both for themselves and for him.

One's family is the long-term milieu in which one discovers most about himself. Individual and family neuroses are caused in part by failures in interpersonal communication which foster self alienation and withdrawal from positive, wholesome social interaction (Horney, 1945; Gelles, 1973; Speck and Attneave, 1973; Blumberg, 1974; and McPherson, 1974). Stott (1957) stressed the persisting effects of early family experiences on children and adolescents. He characterized self image development as

> a function of the processes of interchange between the living organism and its environment. For the developing human individual other human beings are the most important features of the environment. These 'significant others' are those who care for, protect, comfort or abuse and generally 'handle' the child...The character of this development, of course, depends upon the kind and quality of interchange that takes place... (p. 145).

Up to early adulthood, the dominant shaping influence of longest duration is the family. The consequences of being a family member in a dysfunctional family can be filled with anguish. Family environmental failure and resulting causal impediments on the development of adolescent self image are two of the main difficulties of adolescents for which professional counselling help is sought. Winnicott (1965) emphasized the vital importance of perceived family environment when he described the adolescent as essentially a social isolate.

> It is from a position of isolation that a beginning is made which may result in relationships between individuals and eventually in socialization. In this respect the adolescent is repeating an essential phase of infancy...for an infant is an isolate, at least until he or she has repudiated the not-me, and has become an...individual, one that can form relationships with objects that are external to the self...before the pleasure-pain principle has given way to the reality principle the child is isolated by the subjective nature of his environment (p. 81).

Maslow (1968b) also referred to the family as a dominant milieu for self discovery. Inferentially, he characterized aspects of the family milieu when he described how the "self grows into adulthood...by discovery...life is a continual series of choices for the individual (p. 193)." He continued at length about the intimate, interpersonal closeness necessary within families needed to optimally facilitate the development of 'authentic' self image. He urged that a permissive child-rearing regime does not necessarily mean that parents gratify carte blanche the adolescent's needs but rather that they make it possible for him to gratify his own needs, to make his own choices, to allow him protective independence in order to become aware of himself. His rationale for such a permissive interpersonal family climate was that

> [it] is necessary in order for children to grow well that adults have enough trust in them and in the natural processes of growth, i.e., not interfere too much, not make them grow, or force them into predetermined designs, but rather let them grow and help them grow in a Taoistic rather than an

authoritarian way (p. 199).

Self Report of Self Image

The present study examines adolescents' self reported self image in the context of their perceptions of the texture of their families' interpersonal dynamics. Daily contact with young people, in all manners of encounters, provides parents, educators and researchers with an objective encounter with adolescents' personalities. Adolescent personalities are experienced through their overt behavior, through character traits which they exhibit, through abilities and deficiencies which are visible. Yet, such experience provides only one means of knowing and understanding adolescent personality. For the individual, Tillich's (1952) statement seems appropriate.

> You must participate in a self in order to know what it is. By participation you change it (p. 124).

Objective impressions do not necessarily avail the investigator of direct knowledge of how adolescents subjectively experience themselves. The inherent determining factor in purposive behavior is not the objective nature of a situation or an external analysis of an internal and private situation. Rather, it is the individual's subjective awareness and perception of himself

(Lewin, 1935; Combs, 1954; Snygg and Combs, 1959; Rogers, 1959; Combs, 1965). How closely one's self report approximates one's 'real' self image presumably depends on at least the following factors:

1. The clarity of the individual's awareness.
2. The availability of adequate symbols for expression.
3. The willingness of the individual to cooperate.
4. The social expectancy.
5. The person's feelings of personal adequacy.
6. The person's perception of freedom from threat (Combs and Soper, 1957, pp. 138-140).

In a later study using 59 sixth graders, Combs, Soper, & Courson (1963) examined the difference between self image and self report. Though the two referents of 'self' bear relationship to each other, the researchers concluded that the two referents are different and cannot be used interchangeably.

A person's attempt to describe verbally his self image is admittedly only a conscious act of introspection, an approximation, an indirect and subjective view of his "real" self. This is because, as with the atom, one's self is not actually physically apprehended and described, though it may be comprehended and more or less understood. As such, self report is an analytic technique consistent with the

explanation and understanding tradition of social science research (Feigel, 1959, p. 118). In short, the relatedness of subjectively held and reported perceptions to the nature of our personality development is summed up in the proverb by Marcus Aurelius.

> The universe is transformation; our life is what our thoughts make of it. (Meditations, Book IV, 1947).

PURPOSE OF THE STUDY

The primary purpose of the study was to examine the interrelationship between two variables: Self Image (SI) -- those conscious, subjective, inner, evaluative and abstract perceptions of self which adolescents hold about themselves; and Family Dynamics (FD) -- adolescent perceptions of the psycho-social texture of interpersonal dynamics within their families. Another purpose was to ascertain the extent to which the subjects' age, sex and their parents' marital status affect the overall relationship between self image and perceptions of family dynamics.

DEFINITION OF TERMS

For purposes in this study, operational and functional meanings of certain important terms were as follows:

Operational Definitions

Self Image (SI) A relatively stable, dialectically developing, internal organization of perceptions of one's self; the individual's subjective, inner view of himself expressing to the individual a sense of his own unique identity in an environmental context (Rogers, 1951; Combs and Soper, 1957; and Maslow, 1968b).

Family Dynamics (FD) Adolescents' perceptions of the psycho-social climate or texture of interpersonal dynamics among members of their families.

Functional Definitions

Adolescence A socializing period in young people's lives ranging approximately between the ages of twelve and twenty years with wide individual and cultural variations; more than a period of bio-sexual maturation, a dialectic transition period between dependent childhood and self-sufficient adulthood when young people seek to establish and preserve a desired self image or ego identity (Lewin, 1935; Friedenberg, 1959; Mead and Heyman, 1965; and Friedenberg, 1969).

Self Report An individual's verbal act conveying

essentially private, inner and personal assessments of himself.

Dialectics A method by which a process, state or proposition (thesis) which, when in contact with, proximity to, or under the influence of, a countervailing process, state or proposition (antithesis), results in a mutual contradiction obtaining reconciliation or resolution in a newer, different, modified process, state or proposition (synthesis).

Homeostasis The tendency of a physiological system to maintain internal stability or equilibrium, owing to the coordinated response of its parts to any situation or stimulus disturbing its normal condition, state or function.

LIMITATIONS OF THE STUDY

The following seem to apply as limitations of the present study:

1. Findings are generalizable only to the sample studied, e.g., adolescents, ranging in age from thirteen to eighteen. Generalizations to other populations are not made.

2. This study dealt with mean pooled responses of a number of subjects at each age level because it was assumed that individual responses reflected a wide range of personal experience and background.

3. Subjects were initially informed that only they and a computer would know what responses were made to any given item in the questionnaire; they were told that computer data would not be identified by their name. Despite such explicit measures designed to provide protective anonymity and confidentiality, some subjects may nevertheless have felt some apprehension and may have been less than completely candid in their responses.

SIGNIFICANCE OF THE STUDY

There is a paucity of empirical research pertaining to the relationship of adolescent self image and family dynamics (Kagan & Coles, 1972, p. vii). Most of the earlier studies focused on small samples, narrow age ranges, racially or socio-economically very specific groups. They also made use of different classificatory and criterion variables. It appeared, therefore, that a general, global investigation into the relationship of SI and FD would have heuristic value by helping to provide a clearer conceptual appreciation of one critical aspect of adolescent

development.

Conditions of adolescent development have changed dramatically in the last fifteen to twenty years. As increased and intensified applications of industrial and scientific technology have in certain ways freed man from many traditional worries and concerns, they have also denied him some of the hope for opportunities to involve himself in the increasingly fast changing world. Increasingly over the past generation, the world appears to many adolescents as too complex, too relativistic, too unpredictable and too ambiguous to provide stable frames of reference. In the midst of such uncertainty and instability, the making of choices is severely impaired. Qualitative social change has done much to strip man of any illusion of autonomy and personal self identity. Such an amorphous social milieu frequently contributes to, and cultivates feelings of, anxiety in adolescence, a period often characterized by turmoil. All of this naturally impedes the development of healthy and productive self image.

The interrelatedness of adolescent self image and adolescents' perceptions of their families' interpersonal dynamics reveals an especially delicate and difficult problem for both adolescents and their families (Ravenscroft, 1974). Adolescents in their own idiosyncratic

ways mirror the flux, transition and ambiguity of contemporary society. In his transition from the relatively structured, known and comfortable family milieu of childhood to a relatively unstructured, fluid and sometimes alien social and psychological milieu of adolescence, the adolescent has a difficult time formulating a clear understanding of his social status and obligations. His behavior often reflects this uncertainty and his inability to cope with the mutually exclusive needs for security and independence. It is with this complexity in mind that this researcher sought to contribute to the existing body of knowledge on adolescent development. In so doing, honor is paid to that sage dictum handed down by Socrates over 2,400 years ago, that life without inquiry is not worth living for man.

CHAPTER TWO

SURVEY OF RELATED LITERATURE

This chapter presents a review of recent research and other literature pertinent to the relationship between adolescent self image and familial interpersonal climate as perceived by adolescents. Literature and studies reviewed for this chapter have been organized into two major sections. The first presents a synthesis of works highlighting pertinent aspects of adolescent self image. The second is devoted to family as one of the more significant socializing contexts within which adolescent self image develops. This is followed by a brief summary.

SELF IMAGE (SI)

Rosenberg (1965) suggested three plausible reasons why there appears to be a heightened awareness of self image during adolescence. First, adolescence is a time of major decisions (e.g., those about life style, vocation, marital partner). Secondly, physiological changes make boys and girls more keenly aware of 'self' during adolescence than during the previous years of childhood. Thirdly, adolescence is a period of unusual status ambiguity. From

the adolescent's perspective, he is expected to act as a responsible adult, but he is afforded few adult privileges. Another reason could well be added to Rosenberg's list. The increased incidence of alienation, discontentment and disillusionment among contemporary adolescents accounts for some of the heightened self awareness during adolescence (Keniston, 1965; Gerzon, 1969; Roszak, 1969; Coleman, 1973).

Aspects of Self Image as a Construct

Clarification of the construct 'self image' and its various dimensions was the purpose of a study conducted by Vincent (1968) involving 109 male and female undergraduate university students. She concluded that a strong positive relationship exists among such self image dimensions as self confidence, adequacy and security. She further found that one factor accounted for sixty-five per cent of the total variance among the tests used. She described this dominant factor as "Congruent Ego," or feelings of self confidence and a controlled and integrated sense of well-being.

Merenda and Clarke (1965) also sought to describe the construct using a sample of 28 advanced graduate university students. Correlational analyses between the subjects' self description and the results on a personality measurement instrument (the Activity Vector Analysis) revealed a high

degree of relationship (r = +.74). Results revealed that the average concurrent validity for the fifteen females in the sample was somewhat higher (r = .84) than for the thirteen males (r = +.57), but the difference was not statistically significant. Merenda and Clarke (1965) concluded that the mean validity coefficient (r = +.74) attested to the validity of the instrument used for studying self image.

Two popular, competing explanations of the development of self image have been identified as the 'model' theory and the 'reflection' or 'mirror' theory. Gecas et al., (1974) sought to establish the relative efficacy of these two theoretical orientations using a randomly drawn sample of 219 male and female undergraduate university students and their families. The three variables measured were self image (of each family member), parents' perceptions of their children and children's perceptions of their parents. Comparison of all pairs of means indicated in every case that the 'reflection' or 'mirror' correlations were significantly stronger. Such findings tended to confirm the results of earlier studies (Miyamoto and Dornbusch, 1956; Maehn et al., 1962; Kemper, 1966). While modelling might more appropriately describe the modality of personality development at early ages, the mirror or reflected appraisal modality was more characteristic of the adolescent modality.

Engel (1959) was concerned about the longitudinal stability of self image in adolescence. Data were obtained by testing 172 male and female public school students and then retesting the same sample two years later. For the initial testing in Engel's (1959) investigation, 104 students were in the eighth grade and 68 in the tenth grade. The degree of stability of self image over the two-year period for those who were initially in the eighth grade was quite high ($r = +.74$). For those who were initially in the tenth grade, the degree of stability of self image was even higher ($r = +.80$). For the overall sample of 172 subjects, the assessed degree of stability of self image was found to be $r = +.78$.

In the above research, Engel also examined the relationship between stability and quality of adolescent self image, plus several indices of adjustment. Findings indicated maximum stability associated with those subjects labelled as having 'positive' self image ($r = +.69$); and minimum stability among those having 'negative' self image ($r = +.33$). The degree of stability among those labelled as having 'defensive positive' self image was also signified by a high correlation ($r = +.64$). She found that subjects who persisted in a negative self image over the two-year period gave more indications of maladjustment than subjects who

persisted in a positive self image.

Carlson (1965) investigated changes in the structure of the self image of 49 students studied first as sixth graders and then as high school seniors. His findings with regard to self image were consistent with those of Engel (1959) suggesting that self image is a relatively stable dimension of personality and one which is independent of sex role.

Self Image under 'Normal' and 'Abnormal' Conditions

The studies carried out by Engel (1959) and Carlson (1965) were conducted under what could generally be called 'normal' conditions. However, an assessment of the social conditions in which a person is operating would appear to be necessary before one could attribute much meaning to a person's reported self image.

An empirical study conducted by Abernathy (1954) involved college girls who were 'rushing' for a sorority. A self rating inventory was administered first under conditions that seemed to guarantee anonymity, although each person's inventory could be identified. Then a second administration was given in which it was made clear that the results would be examined by the sorority leaders. On the

second administration 42 out of 50 girls presented a more favorable and positive self image, and only five a less favorable one.

Furthermore, Baughman and Welsh (1962) pointed out the phenomenon observed at the international espionage trials when individuals had been brought to describe themselves according to their captors' demands, even though the descriptions might not have necessarily agreed with what they would have said when not under duress.

Thus, based on research available on stability of self image, it could be concluded that there is a relatively high degree of stability carrying through from the pre-adolescent period, through the adolescent period and into the early adult period. However, there are certain periods when a person may be placed under undue tensions, and this can temporarily cause an unstable and unexpected reaction.

Antecedent Conditions of Self Image

Maslow (1968b) noted that self image is partly a creation of the individual person himself and partly a result of the person's discovery and acceptance, assimilation or rejection of various antecedent conditions that contribute to the development of a relatively organized

body of perceptions about himself. Maslow stated:

> Life is a continual series of choices for the individual in which a main determinant of choice is the person as he already is (p. 193).

Coopersmith (1967) conducted an exhaustive and intensive study of the antecedents of self esteem and self image development. Using a randomly selected sample of 1,748 pre-adolescents (ages ranging from ten years to twelve years) living in urban, suburban and rural settings, he examined the subjective experiences associated with different levels of self esteem. Results of interviews, testing and clincial observation gave indications of eight focal points serving as antecedents of adolescent self referents: social background; parental characteristics; subjects' characteristics; early history and experience; parental acceptance; parental permissiveness and punishment; and democratic practices and independence training.

In general, the findings indicated that antecedents of self esteem and self image development could be found in three conditions:

> total or nearly total <u>acceptance</u> of the children by their parents, clearly defined and enforced (behavioral) <u>limits</u>, and the <u>respect</u> and latitude for individual action that exist within the defined limits (p. 236).

Coopersmith concluded that these limits and rules could be shown to have enhancing and facilitating effects. Parents

with definite values who had a clear idea of what they regarded as appropriate behavior, who were able and willing to present and enforce their beliefs were found to be more likely to have reared children who valued themselves highly. It was suggested that such parents had less need to treat their children harshly and were viewed with greater affection and respect by their children (p. 236).

Interview results in Coopersmith's (1967) study also indicated that the individuals with qualitatively different self estimates behaved in markedly different fashions. Persons with high self estimates displayed significantly more self confidence in their perceptions of themselves and their judgments. Favorable self attitudes tended to lead individuals to accept and trust their own opinions, reactions and conclusions. Trust in self was seen to accompany feelings of self worth and led to conviction and self confidence, greater social independence and creativity. Such people, Coopersmith found, tended to be active participants in social settings, tended to have less difficulty in forming friendships and in self expression. He attributed lack of self consciousness and lack of preoccupation with personal problems as factors that underlay and contributed to the development of positive images these young people had of themselves.

By contrast, Coopersmith found that persons with low or poor self estimates manifested a certain lack of self confidence and were reticent in various forms of self expression. Passive presence rather than active participation seemed to be a general behavioral characteristic of low self image persons when in peer groups and in their own families. Pronounced self consciousness and pre-occupation with inner problems were found to be the two major factors adversely affecting self image development in these people.

Self definition and self awareness were found to be two of the attitudinal consequences of parentally well-defined behavioral limits. Behavioral limits provied a basis for children to evaluate their present performance and facilitated comparisons of behavior and attitudes. Coopersmith (1967, p. 237) ascribed to behavioral limits a function of defining the 'social geography' by delineating areas of safety and hazards, by indicating means of attaining goals, and by pointing out standards used to judge success and failure. Enforcement of behavioral limits, Coopersmith (1967, p. 238) concluded, gave children the realization that social norms are real and significant, contributed to self definition, and increased the likelihood that the child would believe that a personal interpretation of reality was attainable and could be viable.

Parent-Child Relations as Formative Examples

One assumption in much contemporary research on parent-child relationships is that acquisition of certain behaviors (e.g., dominance, submission and other response patterns) is influenced by the child's perception of the role-behaviors of each parent. The implication is that modelling is the dominant modality for personality development at early ages. Kagan (1956) investigated children's perceptions of their parents in a study seeking to evaluate the relative merit of various hypothetical statements relating parental bahavior to personality development. Interviews with 217 children of both sexes (ages ranging from six to twelve years; first grade through third grade) produced findings indicating that, overall, both boys and girls tended to view fathers as more dominant, punitive and threatening than mothers. It was also suggested that there was a consistent tendency for older children to view the same sex parent as more dominant and punitive.

Pre-adolescents' views of their relations with their parents was the focus of an investigation by Hawkes, Burchwald, & Gardiner (1957), using a randomly selected sample of 730 fifth grade boys and girls. Interview results suggested a high positive correlation between children's

perceptions of their involvement in family activities, their treatment in their homes, their relations with their parents and their perceptions of themselves in the family milieu. Mothers tended to be rated in a slightly more favorable manner than fathers, indicating some general continuity in the nature of children's perceptions of parents from earlier age levels as examined by Kagan (1956).

Recently, Purkey (1970) expressed the view that the parents' influence on the development of their children's self image development remained just about as strong in adolescence as it was in earlier childhood. Brookover, Patterson, & Thomas (1965) also found that parental influence on self perceptions continued through the adolescent years. Subjects in Brookover's study consistently ranked parents high as 'significant others,' in some contradiction to the common belief that the influence of parents necessarily declines during adolescence.

Purkey (1970) contended that parents have a more vital and continuing role in their children's self image development than had been generally recognized. Earlier research by Silver (1958) obtained findings which tended to support this contention. Silver found from 56 adolescent boys that the level and stability of self image ratings were significantly positive in relation to perceived acceptance

by fathers and to a lesser degree in relation to mothers.

Helland (1973) investigated the hypothesis that adolescent boys' self image development was more closely related to their achievement-oriented activities than to their socially-oriented activities. Helland's expectation was that the reverse of the boys' pattern would characterize adolescent girls' self image development. Extensive personal interviews were carried out with a random sample of 847 adolescent youths (378 girls and 469 boys) between the ages of thirteen and sixteen years. Results generally supported the hypothesis that achievement-oriented variables were more influential on the self image development of boys and that socially-oriented variables were more important to girls' self image development. Self estimate variables most strongly associated with boys' self image were school grades, job aspiration and job expectation. For girls, self estimate variables with the strongest influence were number of dates, dating pattern and number of close friends.

A similar investigation into age and sex differences in adolescent self image development was conducted by Bohan (1973). Subjects were two classes each of fourth, sixth, eighth and tenth grade pupils in the puplic schools of a middle-class suburban area. For all classes at all grade levels except tenth grade classes, age and sex comparisons

of mean self image were not significant. However, significant sex and age differences in mean self image were found at the tenth grade level, i.e., tenth grade girls yielded lower self image scores than their male peers and tenth grade girls showed lower self image scores than did girls in any other age group.

Summary

The conception of an inner driving force which influences one's behavior seems to pervade both the folk literature (Jung, 1923) and the more formal and academic writings in many cultures (Kluckhohn, 1963; Mead, 1964). Wylie (1961) noted an increase in the interest and research on several 'inner'-directed self constructs.

The influence of one's self image on his behavior pattern is evident from the above section. Coopersmith (1967, p. 46) found that self image is significantly related to the individual's basic style of adapting to, and subjective experience with, environmental demands. Only a few of the closely related aspects of self image have been presented in the previous section, partly because they serve to illustrate pertinent aspects of adolescent self image development and partly because sound empirical research on self image pertaining to this study is sparse. From the

areas examined here, the importance of social learning of one's self image becomes apparent. The adolescent youth gains a concept of himself through interacting with others. The etiological role of family as one of the more significant others influencing self image development becomes clearer in the following section on Family Dynamics (FD).

FAMILY DYNAMICS (FD)

Two interrelated phenomena have become distinctly noticeable in recent social science research: the growing belief that childhood experiences are crucial precursors of adult personality and an increasing academic interest in the study of children generally, and the parent-child relationship in particular. One result seems to be, as Kephart (1972) suggested, that "in the short space of a generation or two we have truly become a child-centered society, and there is little indication that the situation will change (p. 512)."

Among the earliest experiences influencing the development of a child's self image are those with other people. Over time, the self perceptions of a maturing young person emanate from interpersonal relations with other significant people. The family functions as one of the more

salient socializing contexts for maturing young people because of its qualities of intimate and enduring shaping functions. For the adolescent, his perceptions of interpersonal family dynamics serve as one of the more instructive elements in his self image development because of their inherent pragmatism and their value in self definition.

Adolescent Families as a Socializing Milieu

Certain characteristics of adolescents' families were the focus of an exhaustive seven-year investigation by Peck and Havighurst (1960). Two sets of independent measures were used in their study: one, of the personalities and characters of the sample group of adolescents; the other, of family interaction patterns these adolescents perceived. The research sample consisted of 34 adolescents (17 girls and 17 boys) living in a small urban, agricultural-industrial area. Four dimensions of family dynamics were revealed: consistency of family life, democracy vs. autocracy of parental control, a mutual trust and approval among the child and his parents, and leniency vs. severity of parental discipline and punishment (p. 103). The following correlations of personality with family characteristics were indicated:

(1) Ego strength seemed largely produced by trust

(r = +.73) and consistency (r = +.56);

(2) Moral stability seemed influenced greatest by trust (r = +.60) and consistency (r = +.53);

(3) Superego strength seemed influenced greatest by consistency (r = +.50) and perhaps by trust (r = +.33);

(4) Spontaneity seemed influenced most by democracy (r = +.36) and perhaps trust (r = +.27), plus a lack of severity (r = -.38);

(5) Friendliness seemed most influenced by trust (r = +.44) and democracy (r = +.33);

(6) And the hostility-guilt complex seemed to be influenced most by severity (r = +.40), combined with lack of trust (r = -.40) and of democracy (r = -.40).

Peck and Havighurst (1960) found that mutual trust among family members is closely related (r = +.66) to consistency in family life. They concluded that

> a child's emotional maturity, personality integration, autonomy, rationality of behavior, and his willingness to adapt to society's expectations appear to be directly related to the degree of consistency, mutual trust, and the mutual approval...experiences within (the) family (pp. 104-105).

Gecas (1972) examined the relationship of adolescent self image and certain behaviors in five contextual frames of reference: family, classroom, friends, in heterosexual relations, and with adults. Subjects for his study were 598

adolescents, mostly sixteen to seventeen years of age, selected from suburban high schools in a large metropolitan area. In terms of frequency distributions, the "Friends" context had the strongest relationship with adolescent self image at this age (37.5%) with the "Family" context a close second (35.1%).

Gecas concluded that there is both variability and stability adolescent self image across contextual frames of reference. Variability appeared to be a function of a perceived power dimension of self image and stability appeared more as a function of perceived self worth. Gecas contended that feelings of authenticity and a positive self image derived from the adolescent's social environment, a contention based partly on his findings that the context in which adolescents feel most alienated and least authentic was in the school generally and in the classroom specifically.

The popular claim that adolescents become alientated from their families could not be supported, confirming findings by Bandura (1964), because "Family" was selected almost as often as "Friends" as the context in which adolescents feel most authentic. Such findings also tend to confirm the findings of Brookover et al., (1965). Finally, Gecas' (1972) findings suggested that parental support is

context-specific in its effects on adolescent self image development. Its effects were strongest in the family context, but it also carried over to other contexts similar to the family in authority structure (e.g., the school, other significant adults in social organizations). In other words, parental support was found to be positively related to adolescents' self image primarily when adult frames of reference were used.

Child, Frank and Storm (1956) hypothesized that one would develop a positive self image, without attendant anxiety, about those traits that had been valued and rewarded by parents and important others during childhood, but that one would have a poor self image and marked anxiety about traits for which one was punished or not rewarded. Child et al.. (1956) found strong support for this hypothesis. In a study of the effect of parental attitudes on children's self perceptions, Ausubel et al.. (1954) were able to support the hypothesis that self image develops according to the pattern of parents' rewards and punishment.

Several years of clinical experience suggested to Ravenscroft (1974) the existence of an adolescent-family regressive epicycle operating as the general family child-rearing life cycle unfolds. He investigated this regressive epicycle with 20 families and their adolescent children

(ages ranging between fourteen and nineteen years) in hopes of helping clinicians define the range of adolescent normality within a longitudinal, changing developmental framework.

Ravenscroft (1974) reported on continuing longitudinal observations of these families for periods ranging from six to eighteen months. He had been able to identify and investigate certain recurrent characteristic interactional patterns between family members. He contended that the onset of puberty sets in motion processes within the adolescent and his family that characterize the regressive developmental epicycle. In contrast to the dynamic yet stable equilibrium within the family usually associated with the late childhood/pre-adolescent years, the family of an early adolescent normally enters into a period of dieequilibrium.

Ravenscroft (1974) suggested that an important aspect of this family disequilibrium is a temporary regression in sibling, marital and family functioning which eventually results in a creative return to earlier modes of behavior. Analysis of his findings permitted the conclusion that this regression is stage-specific for adolescence, and, when falling within the normal range, is circumscribed, temporary and centered around family interactions with the adolescent

(p. 32). Of added significance was Ravenscroft's finding that from an interpersonal and family point of view, both the early adolescent and his family experience this regression in psychic and interpersonal functioning (p. 32). By mid-adolescence, however, Ravenscroft suggested that this regressive epicycle is usually resolved mutually toward growth and development for family and adolescent (p. 34).

Adolescent Perceptions of Family Interactions

Newirth (1970) explored the relationship between adolescents' perceptions of interpersonal family behavior and adolescents' levels of self esteem. Subjects were 60 families, consisting of the mother, father and a pre-adolescent child. Generally, significant differences were found between groups of children grouped on high, medium and low levels of self esteem and their levels of cooperative interactional behavior in their families. Newirth suggested that these differences reflected different temporal patterns of dealing with conflict in the families of the three groups of children. Newirth found that parents of the high and medium self esteem children appeared to have symmetrical relationships (i.e., one between equals), while the parents of low self esteem children appeared to have a complementary or unequal relationship.

Specifically, Newirth (1970) found that in the parental dyad of the low self esteem boys, the father was the more aggressive and vengeful parent while the mother was the more cooperative parent. In the parental dyad of low esteem girls, the mother was the more aggressive and competitive while the father was the more cooperative parent. Newirth found no such differences among parents of the high and medium self esteem groups of children. Low self esteem fathers and their sons appeared to be more competitive in their interactions with each other than were the high and medium self esteem fathers and sons. However, no significant findings of a similar nature were obtained with respect to high, medium or low self esteem mothers and their daughters.

Bledsoe and Wiggins (1973) compared parents' perceptions of their adolescent children with their children's self perceptions. The research sample consisted of 200 parents and 100 of their children (50 girls and 50 boys) who were in the ninth grade. Findings supported the hypotheses (a) that parents perceive their adolescents more favorably and perceive their adolescents' self perceptions more favorably than adolescents perceive themselves, and (b) that mothers and fathers agree in their perceptions of their children. It is noteworthy that adolescents who reported their parents 'understood' them had better self images on

factors of academic adequacy and parent-teenager relations than so-called 'misunderstood' adolescents.

Adolescents' perceptions of their communication with both parents was the focus of a recent study by Matteson (1974). The research sample consisted of 111 subjects (fourteen and fifteen years of age), and out of this group 20 adolescents (10 girls and 10 boys) comprised the 'High Self Esteem' group and 20 other adolescents (10 girls and 10 boys) comprised the 'Low Self Esteem' group. Parents of all these youths completed questionnaires concerning parent-adolescent communication and marital communication and adjustment.

Hypotheses in Matteson's (1974) study were strongly supported. Adolescents with low self esteem viewed communication with their parents as less facilitative than did adolescents with high self esteem. Parents of adolescents with low self esteem perceived communication with their spouses as less facilitative and rated their marriages as less satisfying than did parents whose children were in the high self esteem group. Matteson also noted a lack of congruence between the perceptions of adolescents with low self esteem and those of their parents; both mothers and fathers whose children were in the low self esteem group viewed parent-adolescent communications more

facilitative than did the adolescents themselves. As a result, Matteson contended that the relationship between marital communication and adolescent self esteem tends to indicate that dysfunctional family communication affects all relationships in the family to some degree. On the positive side, Matteson found strong support for the notion that high adolescent self esteem was associated positively with facilitative parental and marital communication. Generally, it can be said that Matteson's (1974) findings support the research of Speck and Attneave (1973).

Parental Interaction and Adolescent Identification

Hollender (1973) sought clarification of the relationship of self image to parental identification. His sample consisted of 72 undergraduate university students (36 female and 36 male). For females, Hollender confirmed his hypothesis of a positive relationship between self image and parental identification. For males, though, Hollender obtained mixed results. Partial support for his hypothesis was found by a positive correlation between self image and maternal identification. As a result, Hollender concluded that the role of parental identification in the development of self image could be given additional support.

Bowerman and Bahr (1973) investigated the relationship

of perceived conjugal interaction and power to adolescent identification with parents in an extensive study involving 18,664 adolescents (5,393 junior high boys; 5,664 junior high girls; 3,755 senior high boys; and 3,852 senior high girls). Generally, the findings indicated that identification with both parents is clearly higher, on the average, when the parental interaction is perceived as egalitarian, regardless of whether the families are mother or father-dominant. Bowerman and Bahr (1973) found that when one parent was perceived as having less family influence than the other, identification of the adolescent was lower with both parents, with differential effects on the adolescent's relationship with father and mother. For example, identification with mother differed little, regardless of whether mother was seen as more influential or less influential. However, identification with father was considerably lower when father was perceived as the less influential of the two parents.

As a result of their work, Bowerman and Bahr (1973) inferred that there was a positive relationship between marital happiness and equality of identification with parents, based on comparisons of their own findings with those of other researchers (Blood and Wolfe, 1960). Farber's (1962) study would appear to lend support to Bowerman and Bahr's (1973) line of reasoning, in that

perceived marital integration appeared as a significant factor in the transmission of family norms and values to children.

In a later article, Bahr, Bowerman and Gecas (1974) used the same data as Bowerman and Bahr (1973) to examine adolescent perceptions of conjugal power. Bahr, Bowerman and Gecas (1974) found that such perceptions had a relatively high construct validity. The relationships between perceived power and identification, occupation and education of both parents proved to be generally positive. Bahr, Bowerman and Gecas (1974) urged that conceptual distinctions be made between power and division of labor. Data showed a tendency for father dominance to increase with occupational prestige in decisions on important family problems.

Psychopathology in Parent-Child Relationships

Another side of parental interaction is interpersonal conjugal violence (Gelles, 1973). In a study using retrospective self reports and interviews, Gelles obtained results lending support to the notion that individuals who observe violence between their parents, and who are themselves victims of parental violence are more likely to engage in conjugal violence of their own than are

individuals who never observed conjugal violence or were infrequent victims of parental violence. Essentially, Gelles (1973) construed the family as an intimate and influential social milieu for training attitudes: violence is likely to breed violence and harmony is likely to breed harmony.

The etiological role of family in psychopathology was investigated by Sherman and Farina (1974) in a correlational study involving 23 male undergraduate university students and their mothers. Results of interviews of sons and mothers permitted the conclusions that (a) parents appear to have a causal role in the personality development of their sons. As predicted, socially skilled sons had socially skilled mothers, while less skilled sons had mothers low in interpersonal competence. Because of the intimacy, potency and sustained aspects of family life, parents were held as relatively better able to provide their children with the interpersonal behaviors and social skills required for good personality adjustment. Conversely, socially inadequate parents were found to have had relative difficulty in preparing their children to deal with their social environment.

Blumberg (1974) reported on the problem of child abuse, analyzing the psychopathology of abusive contributing

factors. Blumberg found that 70% or more of all cases of serious child abuse could be attributed to mothers and that the most serious cases involved children under three years of age. Reporting findings that tend to support those of Gelles (1973), Blumberg (1974) found that, almost without exception, abusive parents themselves had been abused, neglected and deprived of love and mothering when they were children. As a result, Blumberg contended that, because of their early rejection, subjects did not develop the ability to love (echoing some of Fromm's theoretical propositon, 1956, pp. 25-26). As adults, Blumberg's subjects were narcissistic, immature and had poor self discipline. Psychotherapy was Blumberg's suggestion for improving his patients' self image and ego strength. A remarkable similarity of findings exists between Blumberg's (1974) and McPherson's (1974) studies. McPherson studied parental interactions of 28 disturbed adolescents. Based on tests, observations and case studies, McPherson concluded that parental interactional styles point to a dynamic and positive relationship between parental interactions and a variety of symptoms expressed by adolescents when they seek professional help.

Difficulty in making and sustaining satisfactory interpersonal relationships has long been seen as one consequence of unsatisfactory parental communication and

marital integration (Speck and Attneave, 1973). Depending on the age of the child at the time of rejection, the manner in which frustration was imposed by the parents and the success or failure with spontaneous reparative attempts on the part of the child to establish alternative accepting relationships, Wolberg (1944) predicted difficulty in making satisfactory interpersonal relationships and difficulty in developing one's self image.

Pemberton and Benady (1973) studied consciously rejected children (ages six through twelve years) and their parents. Their findings tend to confirm earlier findings (Newell, 1934) that consciously rejected children show more symptoms of aggression, rejecting attitudes to parents, negativistic attitudes, truancy, lying and stealing, wetting and encopresis more frequently and for periods of longer duration, and had experienced consistently hostile parental handling. Pemberton and Benady (1973) were also able to conclude that significantly more marital disharmony was also present in the marriages of those parents who consciously rejected their children.

Such results tended to confirm earlier findings by Petersen et al., (1959). In a study involving 31 families and their children (ages six through twelve years), Petersen et al., (1959) found that children with certain adjustment

problems tended to have parents with adjustment problems of their own. Personality and behavioral problems tended to be most noticeable among those children whose mothers had maladjustment problems and whose fathers tended to be permissive and ineffective with discipline.

A related study by Howell, Emmons and Frank (1973) examined self reports of 41 adolescents (ages ten through seventeen years) who had run away from home. Virtually all of the boys (96%) and girls (94%) reported troublesome relationships with their parents prior to running away. The nature of difficulties with parents included perceived lack of respect for the youths as individuals and insufficient allowance for autonomy. In no case did a child describe a happy home and school life that quickly became unhappy. Howell et al., (1973) found that in no case did a child describe a happy home and school life that quickly became unhappy. Rather, they reported a long, slow accumulation of dissatisfactions on both sides of the parent-child relationship, culminating in a relatively sudden decision to run away from home.

Howell et al., (1973) concluded that many of the adolescent runaways were neither severely "disturbed" nor criminally "delinquent," except in a legal sense. The act of running away was reported as a positive, growthful

experience by a majority (66%) of the youths, leading Howell et al. (1973) to suggest that such an act was in most cases a final expression of irreconcilable differences between the family and the child.

The relationship of depressed personality states to perception of parental attitudes, feelings and reactions was the focus of a recent study by Cofer (1972). Experimental (depression-prone) subjects were 48 adult women who had been previously hospitalized in a psychiatric clinic with diagnosed depressive symptoms but were, at the time of Cofer's study, judged to be currently functioning adequately. Control subjects were 90 women who had never been hospitalized for psychiatric reasons. Results indicated that depression-prone women, significantly more than women who had never been diagnosed as clinically depressed, experienced in remission a wide range of negative self-feelings including depression, low self image, and sensitive dependency. Although both groups appeared to have adopted judgments, awarenesses, and interpretations regarding themselves that they perceived their mothers to have held, Cofer's (1972) results also revealed that depression-prone women saw themselves as being markedly more criticized, denigrated and rejected by their mothers than did the control group. Only a mild correspondence was noted between subjects' self perceptions and perceived paternal

perceptions of subjects, yet depression-prone women tended to see their fathers as fostering dependency.

SUMMARY

From this presentation of works pertaining to Self Image (SI) and Family Dynamics (FD), it is apparent that the influences of various environmental concomitants on self image development have been stressed. A great deal of theoretical conceptualization on self image has derived from the phenomenological view as exemplified by Snygg and Combs (1949) and Rogers (1961). Their theoretical heritage can be traced to Mead (1934), who was very influential in formulating the early social interaction concepts of self image formation. The phenomenological, perceptual or humanistic approach to the construct of self image is a point of view seeking to comprehend man in the light of how he views himself. As Hamachek (1971) has stated:

> ...it is a psychology searching to understand what goes on inside a person in terms of how his needs, feelings, values, and unique ways of perceiving him to behave as he does (p. 32).

An important underpinning of the perceptual point of view is that behavior is influenced not only by the accumulation of past and present experiences, but also by the personal meaning a person attaches to his perceptions of those experiences. Therefore, behavior is not simply a product of

what has happened to a person from the 'outside,' it is also a result of how he feels about himself on the 'inside.'

CHAPTER THREE

INSTRUMENT, SAMPLE, DATA AND THE RESEARCH QUESTIONS

This chapter describes the experimental design employed to examine the relationship between adolescent Self Image (SI) and Family Dynamics (FD). The chapter is divided into four major sections: the instrument; the sample; the data; and the research questions.

THE INSTRUMENT

The Youth Research Survey , the instrument used in the present study, was published in 1971 by the Youth Research Center (YRC) of Minneapolis, Minnesota. The Survey was constructed and standardized over a one-year period prior to that. It is partly a Likert-type, self report questionnaire of 420 items grouped into two booklets: "Myself and My View of the World" and "My Values and Beliefs" which examine a variety of concerns, attitudes, values and beliefs of youth. Some biographical information is also obtained. Validity, reliability and other statistical information about the Survey are given in Strommen and Gupta (1971).

In the present study, three of the twenty-five scales

reflected in the Survey were selected as defining adolescent SI and another three scales were selected as defining adolescent FD.

Adolescent Self Image (SI)

Scales #5, #7 and #18 consisting of thirty-three questions (Appendix A) pertain to and define adolescent SI. They are:

#5 Lack of Self Confidence Scale #5 claims to measure the extent to which a youth feels uncertain about himself and is afraid of making mistakes or exposing himself to ridicule. A low score implies presence of self confidence; conversely, a high score identifies one who tends to be self conscious, uneasy in a group situation, anxious to please others and over-eager to avoid occasions in which he may be embarrassed.

#7 Personal Faults Scale #7 claims to measure a youth's self criticism and awareness of having failed to live up to his ideals. A low score implies little self criticism and a fair degree of self acceptance; conversely, a high score implies considerable personal dissatisfaction

and self criticism.

#18 (Lack of) Self-Regard Scale #18 claims to measure a youth's self esteem, the degree to which he is contented with himself as a person of worth and promise. A low score implies satisfaction with oneself.

Adolescent Perception of Family Dynamics (FD)

Similarly, scales #1, #2 and #3 consisting of twenty-six questions (Appendix A) pertain to and define adolescent FD.

#1 (Lack of) Family Unity Scale #1 claims to measure a youth's concern and anxiety over the emotional climate within his home, i.e., the perceived lack of closeness, cohesiveness, togetherness and unity of family members, their lack of understanding and consideration for one another, and the perceived quality of interaction between parents and children. A low score implies the presence of 'good' quality interaction and a 'healthy' quality of interpersonal dynamics; conversely, a high score implies a perceived lack of family unity and significant amount of 'poor' quality interaction between parents and

children.

#2 (Lack of) Parental Understanding Scale #2 claims to measure a youth's concern over lack of communication and understanding between parents and children and the youth's feeling that he is treated as a child; it also reflects the youth's disappointment in his parents' trust or acceptance of him and his friends. A low score implies a fair degree of understanding and communication; conversely, a high score reflects a substantial lack of such communication and understanding.

#3 Family Pressures Scale #3 claims to measure perceived pressures which tend to intensify negative, alienating reactions at home. A low score implies relative domestic harmony, and a high score much distressful and negative disharmony.

Table 3.1 gives the scales, their sizes, reliabilities and standard errors of measurement.

TABLE 3.1

THE SCALES, THEIR SIZES, RELIABILITIES AND STANDARD ERROR OF MEASUREMENT

No.	YRC Scale No.	Categories and Scales	No. of Items	HRC[1]	SEM[2]
		SELF IMAGE (SI)			
1	5	Lack of Self-Confidence	8	.78	4.69
2	7	Personal Faults	12	.87	3.61
3	18	(Lack of) Self-Regard	13	.79	4.58
		FAMILY DYNAMICS (FD)			
4	1	(Lack of) Family Unity	10	.89	3.32
5	2	(Lack of) Parental Understanding	9	.88	3.46
6	3	Family Pressure	7	.80	6.63

[1]HRC: Hoyt's Reliability Coefficient
[2]SEM: Standard Error of Measurement

The inter-correlations between the six selected scales are given in Table 3.2.

TABLE 3.2

Correlation Matrix For The Six Scales (N = 7,050)

SCALE	SELF IMAGE (SI)			FAMILY DYNAMICS (FD)		
	5	7	18	1	2	3
5	1.00					
7	.73	1.00				
18	.43	.44	1.00			
1	.37	.50	.28	1.00		
2	.28	.35	.31	.59	1.00	
3	.15	.18	.26	.44	.37	1.00

THE SAMPLE

Responses to the Youth Research Survey were available from a sample of 7,050 male and female adolescents, ranging in age between thirteen and eighteen years. The subjects constituted a reasonably well randomized sample of the ecumenical population of secondary school students from communities of all sizes. The principal factor for including a subject in the sample was his membership and/or regular attendance in congregational activities of particular churches. They belonged to all socio-economic levels and racial and ethnic backgrounds.

The sample was also looked at in such a manner as to determine whether the Ss' age and sex (see Table 3.3) and also the marital status of their parents had any bearing upon the relationship of SI to FD. In effect, the sample was considered as if it consisted of male and female Ss, coming from six age levels (thirteen to eighteen years), whose parents were either married or divorced. Thus, in effect there were 24 sub-samples.

TABLE 3.3

SUBJECTS CLASSIFIED BY AGE AND SEX
(N = 7050)

AGE	MALES	FEMALES
13	24	49
14	495	546
15	719	964
16	898	1087
17	751	845
18	335	337
TOTALS	3222	3828

THE DATA

The Variables Of The Study

Adolescent Self Image (SI) was measured by obtaining the sum of the Ss' 'reciprocal average' scores on scales #5, #7 and #18. Similarly, perceived texture of interpersonal Family Dynamics (FD) was measured by obtaining the sum of the Ss' 'reciprocal average' scores on Scales #1, #2 and #3. Three additional classificatory variables for each subject were also used. They were age (Items 437 and 438); sex (Item 436), and marital status of parents (Item 202).

THE RESEARCH QUESTIONS

An examination of the relationship between SI and FD and also their constituent sub-scales was the primary objective of this study (Research Questions 1, 2 and 3). The linearity of the overall SI/FD correlation was examined (Research Question 4). And finally, the relationship between SI and FD was examined in terms of the Ss' age (Variable A); sex (Variable B); and the marital status of their parents (Variable C) (Research Questions 5, 6 and 7 respectively). Research Question 8 pertained to the overall SI/FD relationship after partialling out the combined effects of Variables A, B and C.

Thus, the research questions were:

1. To what extent is adolescent Self Image (SI) related to adolescent perceptions of Family Dynamics (FD)?

2. Which of the three component scales measuring SI is the strongest indicator/predictor of FD? Which is the weakest?

3. Which of the three component scales measuring perceived FD is the strongest indicator/predictor of SI? Which is the weakest?

4. Is the correlation between SI and FD linear?

5. Is the relationship between SI and FD significantly changed when the effects of Ss' age are partialled out?

6. Is the relationship between SI and FD significantly changed when the effects of Ss' sex are partialled out?

7. Is the relationship between SI and FD significantly changed when the effects of marital status of Ss' parents are partialled out?

Research Question 8 is concerned with the interaction effect of Variables A, B and C on the relationship between SI and FD.

8. Is the relationship between SI and FD significantly changed when the combined effects of Ss' age, their sex and the marital status of their parents are partialled out?

SUMMARY

The present study was designed to investigate the relationship between adolescent Self Image (SI) and adolescents' perceptions of their families' interpersonal dynamics (FD). The sample consisted of 7,050 male and female adolescents whose responses to certain questions (Appendix A) in the Youth Research Survey were obtained in 1970. Eight research questions were posited and responded to with the help of selected statistical procedures.

CHAPTER FOUR

ANALYSES OF DATA, FINDINGS, AND CONCLUSIONS

The purpose of this chapter is to report the analyses of the data and the results obtained from them.

Appropriate data analysis programs from the catalogue of the Division of Educational Research Services, University of Alberta, and run on that university's IBM 360/67 computer system, were used to statistically treat quantitative aspects of the data. For Research Questions 1, 2 and 3, a program known as DEST02 was used. For Research Question 4, a program known as SPSSH (Statistical Package for the Social Sciences) was used. Lastly, partial correlation coefficients were calculated for Research Questions 5, 6, 7 and 8 using a data analysis program titled MULR07. The results and conclusions are given in the following section.

Analyses and Results Related to the Research Questions

Research Question 1

For the question "To what extent is adolescent Self Image (SI) related to adolescent perceptions of Family Dyna-

mics?" a Pearson Product-Moment correlation coefficient was calculated. It was found to be +.490. It is highly significant, statistically speaking.

The correlation tends to suggest that the more positive an adolescent's perception of the psycho-social environment associated with his familiy's interpersonal dynamics, the more positive or 'healthier' one could expect his reported self image to be. This relationship also suggests that it is important for parents and educators to cultivate conditions in the family environment conducive to the fostering of a healthy self image.

Research Question 2

Which of the three component sub-scales measuring SI is the strongest indicator/predictor of FD? Which is the weakest?

Three Pearson Product-Moment correlation coefficients were calculated between each of the component sub-scales of SI and the composite FD measure.

The correlation was +.537 between Scale #5: Lack of Self Confidence and the composite FD measure. Between Scale #7: Personal Faults and the composite FD measure, it was +.410. Finally, the correlation was +.112 between Scale #18: Self Regard and the composite FD measure.

These findings suggest that Scale #5: Lack of Self Confidence is the strongest indicator/predictor of FD, and that Scale #18: Self-Regard is the weakest.

Research Question 3

Which of the three component sub-scales measuring FD is the strongest indicator/predictor of SI? Which is the weakest?

Three Pearson Product-Moment correlation coefficients were calculated between each of the component sub-scales of FD and the composite SI measure.

Between Scale #1: (Lack of) Family Unity and the composite measure of SI, a correlation of +.515 was found. Between Scale #2: (Lack of) Parental Understanding and the composite measure of SI, a correlation of +.629 was found. Finally, between Scale #3: Family Pressures and the composite measure of SI, calculations gave a correlation of +.507.

These findings suggest that Scale #2: (Lack of) Parental Understanding is the strongest predictor of SI, and that Scale #3: Family Pressures is the weakest.

Generally, the relationships found in Research Questions 2 and 3 suggest that counsellors, psychologists, intake workers and researchers can most efficiently assess the relationship between SI and FD by examining the relationships of Scale #5 with the composite FD measure and Scale #2 with the composite SI measure.

Research Question 4

Is the correlation between SI and FD linear?

Since the possibility existed that the relationship between SI and FD could be non-linear, which would not be discernible from calculations of the Pearson Product-Moment correlation in Research Question 1, the linearity of correlation was also examined. For this purpose, the Ss were divided into High, Medium and Low groups on the basis of their overall scores on the composite measures of SI and FD.

The cross-tabulation matrix so derived is shown in Table 4.1. It gives a Chi Square of 637.729, with 4 degrees of freedom. The statistic was significant at an alpha level of less than .0001, suggesting that the two variables were not independent of one another. Judging from Table 4.1 below, the relationship between SI and FD is positive and predominately linear, as is evident from the very high

frequencies in Low SI-Low FD, Medium SI-Medium FD and High SI-High FD cells progressing in a distinct diagonal pattern across the matrix.

TABLE 4.1

Cross Tabulation Matrix Of
High, Medium and Low Groups of Subjects
SI And FD Jointly Considered
(N = 7050)

		(FD)			
		LOW	MEDIUM	HIGH	ROW TOTALS
	LOW	1160[1] 50.2[2] 49.0[3] 16.5[4]	741 32.0 31.1 10.5	417 18.0 18.1 5.9	2318 32.9
(SI)	MEDIUM	757 31.7 32.0 10.7	846 35.4 35.5 12.0	788 33.0 34.2 11.2	2391 33.9
	HIGH	448 19.1 18.9 6.4	795 34.0 33.4 11.3	1098 46.9 47.7 15.6	2341 33.2
COLUMN TOTALS		2365	2382	2303	7050

[1]Cell count
[2]Row percentage
[3]Column percentage
[4]Total percentage

Additional Research Questions

Research Question 5

Is the relationship between SI and FD significantly changed when the effects of the Ss' age are partialled out?

A Pearson Product-Moment correlation coefficient was calculated between Set A (the relationship between SI and FD) with the effect of Set B (age) partialled out. The correlation was +.489, suggesting that the relationship between SI and FD is not significantly changed when the effects of the Ss' age are partialled out.

Research Question 6

Is the relationship between SI and FD significantly changed when the effects of the Ss' sex are partialled out?

A Pearson Product-Moment correlation coefficient was calculated between Set A (the relationship between SI and FD) with the effect of Set B (sex) partialled out. A correlation of +.508 was found, suggesting that the relationship between SI and FD is not significantly changed when the effects of the Ss' sex are partialled out.

Research Question 7

Is the relationship between SI and FD significantly changed when the effects of the marital status of the Ss' parents are partialled out?

A Pearson Product-Moment correlation coefficient was calculated between Set A (the relationship between SI and FD) with the effects of Set B (marital status of the Ss' parents) partialled out.

A correlation of +.494 was found, suggesting that the relationship between SI and FD is not significantly changed when the effects of the marital status of the Ss' parents are partialled out.

RESEARCH Question 8

Is the relationship between SI and FD significantly changed when the combined effects of the Ss' age, sex and the marital status of their parents are partialled out?

A Pearson Product-Moment correlation coefficient was calculated between Set A (the relationship between SI and FD) with Set B (the combined effects of the Ss' age, sex and marital status of their parents) partialled out.

A correlation of +.346 was found, suggesting that the relationship between SI and FD is not significantly changed when the combined effects of the Ss' age, sex and the

marital status of their parents are partialled out.

SUMMARY

The above findings are discussed in Chapter Five, along with conclusions, implications and suggestions for further research.

CHAPTER FIVE

SUMMARY, FINDINGS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY OF THE STUDY

The primary purpose of this investigation was to examine the nature and extent of the relationship between two intangible, yet subjectively very real and potent variables: adolescents' self reported self image (SI) and their perceptions of the psycho-social texture of their families' interpersonal dynamics (FD). The rationale was based on the belief that there exists a substantial relationship - linear or otherwise - between these two variables. The lack of empirical research on this relationship gave impetus to the present investigation. The effects of the Ss' age, sex and the marital status of their parents on the nature of this relationship were also examined.

The sample for the study comprised 7050 Ss who participated in the 1970 standardization program of the Youth Research Survey, a questionnaire in two booklets which examines a variety of concerns, attitudes, values and

beliefs of youth. The sample's composition in terms of sex and age is given in Table 3.3 on page 60. Out of the 25 scales comprising the Survey, six were selected for this study. Three of them pertained to self image (SI). They were:

(1) #5 Lack of Self Confidence (Appendix A)

(2) #7 Personal Faults (Appendix A)

(3) #18 Self-Regard (Appendix A).

The other three scales pertained to the adolescents' perceptions of their families' interpersonal dynamics (FD). They were:

(4) #1 (Lack of) Family Unity (Appendix A)

(5) #2 (Lack of) Parental Understanding (Appendix A)

(6) #3 Family Pressures (Appendix A).

Additionally, biographical data on the Ss' age, sex and their parents' marital status were obtained from the Survey and used in the analyses.

The Research Questions

The examination of the relationship between adolescents' self image (SI) and their perceptions of the psycho-social environment in their families' interpersonal dynamics (FD) was conducted by seeking answers to the

following research questions:

1. To what extent is adolescent Self Image (SI) related to adolescent perceptions of Family Dynamics (FD)?

2. Which of the three component scales measuring SI is the strongest indicator/predictor of FD? Which is the weakest?

3. Which of the three component scales measuring perceived FD is the strongest indicator/predictor of SI? Which is the weakest?

4. Is the correlation between SI and FD linear?

5. Is the relationship between SI and FD significantly changed when the effects of Ss' age are partialled out?

6. Is the relationship between SI and FD significantly changed when the effects of Ss' sex are partialled out?

7. Is the relationship between SI and FD significantly changed when the effects of marital status of Ss' parents are partialled out?

8. Is the relationship between SI and FD significantly changed when the combined effects of Ss' age, sex and the marital status of their parents are partialled out?

For Research Questions 1 through 3, Pearson Product-Moment correlation coefficients were calculated. For Research Question 4, the linearity of correlation in the overall SI/FD relationship was examined by dividing the sample into three sub-groups defined as High, Medium and Low groups of Ss based on their 'reciprocal average' scores on

the SI and FD measures jointly considered. The resulting cross-tabulation was used to calculate a Chi Square test. Finally, for the last four Research Questions, 5 through 8, partial correlation coefficients were calculated through partial correlational analysis.

THE FINDINGS

Research Questions 1 through 4

An examination of the findings for the first four Research Questions indicates a strong, positive, linear relationship (r = +.490) between adolescent Self Image (SI) and adolescents' perceptions of their families' interpersonal dynamics (FD). The rather low statistical relationship suggests that other factors probably account for a major portions of the variance of FD on SI. The cross-tabulation matrix pertaining to Research Question 4 demonstrated a distinct linearity of correlation in the overall SI/FD relationship.

Research Questions 5 through 8

The introduction of the three additional variables (the Ss' age, sex annd their parents' marital status) in the study indicated non-significant statistical effects on the

overall SI/FD relationship. This finding tends to support the findings of other researchers (Landis, 1960; Brookover et al., 1965; Bohan, 1973).

IMPLICATIONS

Some of the educational consequences implicit in a humanistic conceptualization of man seem to have been addressed by the present study. It would appear important for parents and teachers to become sensitized to the significant role they play in shaping the self image of children.

The need for increased awareness logically suggests that more intensive and widespread parent and teacher effectiveness training workshops at local or neighborhood levels could beneficially be conducted. Perhaps, a parallel effort could be instituted as a required course in the grade twelve curriculum of our high schools. The purpose of such an innovation would be to equip graduating high school students with some of the helpful and necessary skills and outlooks which could make of them better, more effective parents. Also, so-called 'professional days' for educators could be set aside on a periodic basis specifically to expose and sensitize teachers and other educators in the same skills and outlooks.

Cogitor, ergo sum ('I am thought about; therefore, I am.'). This didactic alteration of Descarte's maxim would appear to follow logically from the results of the present study. The family and classroom in which adolescents perceive more acceptance, reasonable and consistent treatment, fairness and respect seem better able to facilitate the development of self image in children characterized by self acceptance, autonomy, self confidence and wholesome psychological integration.

The results of this study further suggest the desirability of a paradigmatic shift from traditional or conventional outlooks on learning and growth which, relative to the learner, are extrinsic in nature to an essentially intrinsic mode of learning. Ironically, when a parent or teacher fails in facilitating learning and growth, it is often seen as the failure of the learner -- not as the instructional failure of the parent or teacher.

Such an alternative mode of learning seems to be one general implication of this study. According to the intrinsic learning model, the learner is an active agent in his learning. Personal, subjectively evaluated experiences become the medium in which young people learn explicit and implicit lessons about themselves (Illich, 1970;

Overly, 1970; MacDonald, 1973). Through exploration of these experiences, young people can uncover and discover their own identity, learn who they are according to their own terms of reference, learn what they love and hate, learn what they are committed to and believe, and learn what makes them have various emotional responses in various situations. In such a context, the function of learning seems to be not learning for the mere accumulation of factual knowledge, but rather for the learning of how to become self fulfilling, self actualizing persons.

SUGGESTIONS FOR FURTHER RESEARCH

1. Research aimed at the development of effective training programs and strategies teaching parents, teachers and children alike in self understanding, self awareness and interpersonal communication skills would seem to be desirable because such skills and techniques appear to be fundamental to the development of healthy, positive self image.

2. Research into the relationship of social change and changes in social roles and individual psyches appears warranted. In an era characterized by increasingly rapid change and flux in our institutional, social and value systems (Toffler, 1970), traditional terms of reference for

many people seem to be of dubious utility.

3. Finally, research assessing the relationship of specific variables to self image in particular contexts (e.g., racial, ethnic, religious, socio-economic) could provide useful comparisons for teachers and teacher educators so that greater respect, toleration and sensitivity for individual differences could be manifest in society.

BIBLIOGRAPHY

BIBLIOGRAPHY

Abernathy, E. The effect of sorority pressures on the results of self-inventory. Journal of Social Psychology, 1954, 40, 177-183.

Adler, A. The practice and theory of individual psychology. London: Routledge & Kegan Paul, 1929.

Allport, G. W. Becoming. New Haven: Yale University Press, 1955.

Allport, G. W. Pattern and growth in personality. New York: Holt, Rinehart & Winston, 1961.

Aurelius, M. Meditations (Book IV). In S. Commins and R. Linscott (Eds.), Man and man: The social philosophers. New York: Random House, 1947.

Ausubel, D. P. Theory and problems of adolescent development. New York: Grune & Stratton, 1954.

Bahr, S. J., Boverman, C. E., & Gecas, V. Adolescent perceptions of conjugal power. Social Forces, 1974, 52, 357-367.

Bandura, A. L. The stormy decade: Fact or fiction. Psychology in the Schools, 1964, 1, 224-231.

Bandura, A., & Kupers, C. J. The transmission of patterns of self-reinforcement through modelling. Journal of Abnormal and Social Psychology, 1964, 73, 1-9.

Bandura, A., & Walters, R. H. Social learning and personality reinforcement. New York: Holt, Rinehart & Winston, 1963.

Bugental, J. (Ed.) Challenges of humanistic psychology. New York: McGraw-Hill, 1967.

Burchinal, L. Characteristics of adolescents from unbroken, broken and reconstituted families. Journal of Mental Science, 1964, 26, 44-51.

Cantril, H. The concept of transaction in psychology and neurology. Journal of Individual Psychology, 1963, 19, 3-16.

Cantril, H. The human design. Journal of Individual Psychology, 1964, 20, 129-136.

Cantril, H., & Livingston, W. K. The concept of transaction in psychology and neurology. Journal of Individual Psychology, 1963, 19, 3-16.

Carlson, R. Stability and change in the adolescent's self image. Child Development, 1965, 36, 659-666.

Carson, R. W. Interaction concepts of personality. Chicago: Aldine, 1969.

Child, I. L., Frank, K. F., & Storm, T. Self-ratings and TAT: Their relationship to each other and to childhood background. Journal of Personality, 1956, 25, 96-114.

Cofer, D. H. Identification of the depressive personality as a function of perception of parental attitudes, feelings, and reactions. Unpublished doctoral dissertation, State University of New Jersey, 1972.

Coleman, D. D. Family building for adolescents: A model of developmental learning tasks. Unpublished doctoral dissertation, Ohio State University, 1973.

Combs, A. W. The professional education of teachers: A perceptual view of teacher preparation. Boston: Allyn & Bacon, 1965.

Combs, A. W., & Snygg, D. Individual behavior: A perceptual approach to behavior. New York: Harper & Row, 1959.

Combs, A. W., & Soper, D. The self, its derivative terms, and research. Journal of Individual Psychology, 1957, 13, 134-145.

Combs, A. W., Soper, D., & Courson, C. The measurement of self-concept and self-report. Educational and Psychological Measurement, 1963, 23, 493-500.

Cooley, C. H. Human nature and the social order. New York: Scribner 1902.

Coopersmith, S. The antecedents of self-esteem. San Francisco: Freeman, 1967.

Curtis, R. L. Parents and peers: Serendipity in a study of shifting reference sources. Social Forces, 1974, 52, 368-375.

Donne, J. Devotions (Meditation 17). In F. N. Magill (Ed.), Magill's quotations in context. New York: Harper & Row, 1969. P. 755.

Elkin, F. The child and society: The process of socialization. New York: Random House, 1960.

Engel, M. The stability of the self-concept in adolescence. Journal of Abnormal and Social Psychology, 1959, 58, 211-215.

Erikson, E. H. Identity, youth and crisis. New York: Norton, 1968.

Erikson, E. Youth and the life cycle. Children, 1960, 7, 43-49.

Farber, B. Marital integration as a factor in parent-child relations. Child Development, 1962, 33, 1-14.

Feigl, H. Philosophical embarrassments of psychology. American Psychologist, 1959, 14, 115-128.

Friedenberg, E. Z. The vanishing adolescent. Boston: Beacon Press, 1959.

Friedenberg, E. Z. Current patterns of generational conflict. Journal of Social Issues, 1969, 25, 21-38.

Friedman, M. Martin Buber: The life of dialogue. New York: Harper Torchbooks, 1960.

Fromm, E. The sane society. Greenwich, Conn.: Fawcett, 1955.

Fromm, E. The art of loving. New York: Harper & Row, 1956.

Gage, N. L. Teacher effectiveness and teacher education. Palo Alto: Pacific Books, 1972.

Gecas, V. Parental behavior and contextual variations in adolescent self-esteem. Sociometry, 1972, 35, 332-345.

Gecas, V., Calonico, J. M., & Thomas, D. L. The development of self-concept in the child: Mirror theory versus model theory. Journal of Social Psychology, 1974, 92, 67-76.

Gelles, R. J. The other side of the family: Conjugal violence. Unpublished doctoral dissertation, University of New Hampshire, 1973.

Gerzon, M. The whole world is watching: A young man looks at youth's dissent. New York: Viking, 1969.

Gibran, K. The prophet. New York: Knopf, 1967.

Gordon, C. Social characteristics of early adolescence. In J. Kagan and R. Coles (Eds.), Twelve to sixteen: Early adolescence. New York: Norton, 1972. Pp. 25-54.

Gordon, T. Parent effectiveness training. New York: P. H. Wyden, 1970.

Gordon, T. T.E.T.: Teacher effectiveness training. New York: P. H. Wyden, 1974.

Hamachek, D.f. Encounters with the self. New York: Holt, Rinehart & Winston, 1971.

Hawkes, G. R., Burchwald, L. G., & Gardiner, B. Pre-adolescent's view of some of their relations with their parents. Child Development, 1957, 28, 393-399.

Helland, D. J. Sex-role correlates of adolescent self-esteem. Unpublished doctoral dissertation, The University of Michigan, 1973.

Hilgard, E. R. Human motives and the concept of the self. American Psychologist, 1949, 4, 374-382.

Hollender, J. W. Self-esteem and parental identification. Journal of Genetic Psychology, 1973, 122, 3-7.

Horney, K. Our inner conflicts: A constructive theory of neurosis. New York: Norton, 1945.

Illich, I. Deschooling society. New York: Herder and Herder, 1970.

James, W. Psychology: The briefer course. New York: Holt, 1910.

Jessor, R. Phenomenological personality theories and the data language of psychology. Psychological Review, 1956, 63, 173-180.

Jersild, A. In search of self: An exploration of the role of the school in promoting self-understanding. New York: Columbia University Press, 1952.

Jourard, S. M., & Lasakow, P. Some factors in self-disclosure. Journal of Abnormal and Social Psychology, 1958, 56, 91-98.

Jourard, S. M. The transparent self. New York: Van Nostrand Reinhold, 1964.

Jung, C. G. Psychological types: or the psychology of individuation. London: Routledge & Kegan Paul, 1923.

Jung, C. G. Aion: Researches into the phenomenology of the self. London: Routledge & Kegan Paul, 1959.

Kagan, J. The child's perception of the parent. Journal of Abnormal and Social Psychology, 1956, 53, 257-258.

Kagan, J. The child: His struggle for identity. Saturday Review, 1968, 51, 80-82, 87-88.

Kagan, J., & Coles, R. (Eds.) Twelve to sixteen: Early adolescence. New York: Norton, 1972.

Kemper, T. D. Self-conceptions and the expectations of significant others. Sociological Quarterly, 1966, 7, 323-343.

Keniston, K. The uncommitted: Alienated youth in American society. New York: Harcourt, Brace World, 1965.

Keniston, K. Youth, change and violence. American Scholar, 1968, 227-245.

Keniston, K. Youth and dissent: the rise of a new opposition. New York: Harcourt, Brace and Johanovich, 1971.

Kephart, W. M. The family, society and the individual. Boston: Houghton Mifflin, 1972.

Kluckhohn, C. Mirror for man. Greenwich, Conn.: Fawcett, 1963. (Originally published 1944)

Laing, R. The politics of the family. Toronto: Hunter Rose, 1969.

Landis, J. T., & Landis, M. G. Personal adjustment, marriage, and family living. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Lazarus, R. S. Adjustment and personality. New York: McGraw-Hill, 1961.

Lecky, P. Self-consistency: A theory of personality. New York: Island Press, 1945.

Levin, F. M., & Gergen, K. J. Revealingness, ingratiation and disclosure of the self. American Psychological Association 77th Annual Convention, 1969, 447-448.

Lewin, K. A dynamic theory of personality. New York: McGraw-Hill, 1935.

MacDonald, P. The hidden curriculum: Its impact on learning. Perspectives on Curriculum, 1973, 2, 17-25.

Maehn, M., Mensing, J., & Nafager, S. Concept of self and reactions of others. Sociometry, 1962, 25, 353-357.

Manis, J. G., & Meltzer, B. N. Symbolic interaction: A reader in social psychology. Boston: Allyn & Bacon, 1967.

Marcel, G. The mystery of being. Chicago: Gateway, 1960.

Maslow, A. Some educational implications of humanistic psychologies. Harvard Educational Review, 1968, 38, 685-696. (a)

Maslow, A. Toward a psychology of being. (2nd Ed.) Princeton: Van Nostrand, 1968. (b)

Maslow, A. Motivation and personality. New York: Harper & Row, 1970.

Matson, F. The broken image: Man, science and society. New York: Braziller, 1964.

Matteson, R. Adolescent self-esteem, family communication, and marital satisfaction. Journal of Psychology, 1974, 86, 35-47.

McClelland, D. C. Personality. New York: William Sloan, 1951.

McPherson, S. R. Parental interactions at various levels. Journal of Nervous and Mental Disease, 1974, 158, 424-431.

Mead, G. H. Mind, self, and society. The University of Chicago, 1934.

Mead, M. Continuities in cultural evolution. New Haven: Yale University Press, 1964.

Mead, M., & Heyman, K. Family. New York: Macmillan, 1965.

Merenda, P., & Clarke, W. Self description and personality measurement. Journal of Clinical Psychology, 1965, 21, 52-56.

Miyamoto, S. F., & Dornbusch, S. A test of the symbolic interaction hypothesis of self-conception. American Journal of Sociology, 1956, 617, 399-403.

Mogar, R. E. Toward a psychological theory of education. Journal of Humanistic Psychology, 1969, 9, 17-52.

Mosak, H. H. Life style assessment: A demonstration focused on family constellation. Journal of Individual Psychology, 1972, 28, 232-247.

Moustakas, C. E. (Ed.) The self: Explorations in personal growth. New York: Harper & Row, 1956.

Newell, H. W. Psychodynamics of maternal rejection. American Journal of Orthopsychiatry, 1934, 4, 387-401.

Newirth, J. W. Self-esteem and family interaction patterns: An experimental approach. Unpublished doctoral dissertation, University of Massachusetts, 1970.

Overly, N. (Ed.) The unstudied curriculum: Its impact on children. Washington: ASCD, NEA, 1970.

Peck, R. F., & Havighurst, R. J. The psychology of character development. New York: Wiley, 1960.

Pemberton, D. A., & Benady, D. R. Consciously rejected children. British Journal of Psychiatry, 1973, 123, 575-578.

Petersen, D. R., Becker, W. C., Hellmer, L. A., Shoemaker, D. J., & Quay, H. C. Parental attitudes and child adjustment. Child Development, 1959, 30, 119-130.

Purkey, W. W. Self-concept and school achievement. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Ravenscroft, K. Normal family regression at adolescence. American Journal of Psychiatry, 1974, 131, 31-35.

Rogers, C. R. Client-centered therapy. Boston: Houghton Mifflin, 1951.

Rogers, C. R. On becoming a person. Boston: Houghton Mifflin, 1961.

Rosenberg, M. Society and the adolescent self-image. Princeton, N.J.: Princeton University Press, 1965.

Roszak, T. The making of a counter culture; reflections on the technocratic society and its youthful opposition. Garden City, New York: Doubleday, 1969.

Sarbin, T. R. A preface to a psychological analysis of the self. Psychological Review, 1952, 59, 11-22.

Sherman, H., & Farina, A. Social adequacy of parents and children. Journal of Abnormal Psychology, 1974, 83, 327-330.

Shirley, H. Pediatric psychiatry. Cambridge, Mass.: Harvard University Press, 1963.

Shrauger, S., & Altracchi, J. The personality of the perceiver as a factor in person perception. Psychological Bulletin, 1964, 5, 289-308.

Snow, C. Differential marriage and family perceptions and attitudes of adolescents living in child care institutions and adolescents living in intact families. Adolescence, 1973, 8, 373-378.

APPENDIX

THE INSTRUMENT

QUESTIONNAIRE FOR THE SIX VARIABLES

THE INSTRUMENT

QUESTIONNAIRE FOR THE SIX VARIABLES

Variable 1 (Scale #1)

Choice of Responses

N - Never Bothered; NL - No Longer Bothered

V - Very Much Bothered; Q - Quite a Bit Bothered

S - Somewhat Bothered; L - Very Little Bothered

I am bothered by the fact that .....

1 (21) We are not close as members of a family .....

2 (32) We need a greater feeling of love in our family ...

3 (39) There are not enough social activities in my home .

4 (48) My family is not as happy as I wish it were .....

5 (67) The members of my family are not considerate of each other .....

6 (74) My father and mother do not get along as they should .....

7 (84) My father is not as interested in me as I would like .....

8 (91) I do not understand my parents .....

9 (97) My mother is not as interested in me as I would like .....

10 (102) We do not do things together as a family .....

Variable 2 (Scale #2)

I am bothered by the fact that .....

11 (22) My parents seem to have forgotten how it feels to be young .....

12 (32) It is hard to discuss my problems with my mother ..

13 (40) My parents (mother or father) nag me .....

14 (49) My parents (mother or father) try to pry into my private life .....

15 (58) My parents (mother or father) do not like some of my friends .....

16 (68) My parents (mother or father) do not understand my dating problems .....

17 (75) My parents (mother or father) do not let me make my own decisions .....

18 (95) My parents (mother or father) are too strict .....

19 (103) My parents (mother or father) do not trust me .....

Variable 3 (Scale #3)

Choice of Responses

"Yes" - if the statement is true

"No" - if the statement is not true

20 (202) My parents are separated (or divorced) .....

21 (204) I am frequently ill .....

22 (205) Financial troubles create difficulties in my home

23 (209) I have trouble getting along with my father .....

24 (210) I have trouble getting along with my mother .....

25 (217) My father is seldom home .....

26 (220) We have had serious difficulties in our home (prolonged illness, unemployment, death or injuries, personal problems) during the past year .....

Variable 4 (Scale #5)

Choice of Responses

N - Never Bothered; NL - No Longer Bothered

V - Very Much Bothered; Q - Quite a Bit Bothered

S - Somewhat Bothered; L - Very Little Bothered

I am bothered by the fact that .....

27 (23) I am easily carried away by my emotions .....

28 (33) I worry about little things .....

29 (38) I am too anxious to please others .....

30 (44) I lack confidence when reciting in the class .....

31 (52) I am afraid of failure or humiliation .....

33 (55) I lack the personality and the ability to be a leader in a group .....

33 (61) I am afraid of making mistakes .....

34 (78) My feelings are easily hurt .....

Variable 5 (Scale #7)

I am bothered by the fact that .....

35 (43) I don't do enough to help others .....

36 (57) I cannot forgive myself for things I have done ....

37 (65) I cannot keep away from thinking thoughts I feel I shouldn't have .....

38 (73) I cannot live up to the standards I have set for myself .....

39 (104) I don't know how girls (or boys) think .....

40 (110) I am often jealous of my friends .....

41 (117) It seems that I can never do anything right .....

42 (119) I often feel sorry for myself .....

43 (130) I do not know what to do when someone makes fun of others .....

44 (121) I am sometimes so conscious of my faults that I enjoy nothing .....

45 (122) I am unsure of myself .....

Variable 6 (Scale #18)

Choice of Responses

"Yes" - I feel this way usually

"No" - I do not feel this way usually

Sometimes - I feel this way sometimes

46 (1) On the whole, I am satisfied with myself .....

47 (5) I feel that I have a number of good qualities .....

48 (7) I am as capable as the next person of my age .....

49 (9) I feel I do not have much to be proud of .....

50 (11) I feel a sense of purpose in my life .....

51 (13) I tend to be a lonely person .....

52 (14) I feel that my future is in good hands .....

53 (15) I feel I am worth something as a person .....

54 (16) I wish I had more respect for myself .....

BIOGRAPHICAL VARIABLES

Variable 7 (Sex)

Mark 'M' or 'F' to indicate Male or Female

Variable 8 (Age)

Mark the space under your present age

Variable 9 (Parents' Marital Status)

Answer "Yes" - if the statement is true for you, and "No" - if the statement is not true.

(202) My parents are separated (or divorced) .....